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To the Graduate Program:

This project, entitled “Integrating Thinking Routines as a Tool to Promote Higher Order Thinking During the Development of ESL Speaking Skills” and was written by Maria Isabel Marquez, and is presented to the Graduate Program of Greensboro College. I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts with a Major in Teaching English to Speakers of Other Languages.

Michelle Plaisance, Advisor

We have reviewed this
Project and recommend its
acceptance

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INTEGRATING THINKING ROUTINES AS A TOOL TO PROMOTE HIGHER ORDER
THINKING DURING THE DEVELOPMENT OF ESL SPEAKING SKILLS

Presented to
The Graduate Program
of
Greensboro College

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in
Teaching English to Speakers of Other Languages

by
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Abstract

Benjamin Bloom established sequential aims to represent lower and higher order thinking skills (Ritchhart, Church and Morrison, 2011). Many ESL educators would believe that, rather than being concerned with creating activities among these lower and higher thinking skills, it would be more beneficial to focus just on language skills. For that reason, this project is designed to promote ESL students' thinking through oral interactions. The main tool used in the lesson plans to promote thinking is using a variety of thinking routines designed to capture students' creativity and desire for examination and investigation through art. The thinking routines are easy to use and provide opportunities for making natural connections, propelling conversations and incentivizing student learning with regard to new ideas. Developing thinking routines in an ESL classroom helps students to immerse themselves in a culture of thinking by encouraging them to think aloud.

Dedication

I would like to thank God, my husband, my best friend, and family for their support throughout all these years of preparation. They are my strength and source of inspiration.

Acknowledgments

I would like to thank Dr. Michelle Plaisance my advisor for the support she has given me throughout my graduation studies. She was very helpful and patient with me. A special thank you to Paula Wilder, for her support, and guidance and to inspiring me to be a better teacher.

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Chapter 1: Introduction

Most teachers have learned about Bloom's (1956) taxonomy and many have incorporated its core concepts in their own classrooms. Bloom established sequential aims to represent lower and higher order thinking skills (Ritchhart, Church & Morrison, 2011). Many educators would believe that, rather than be concerned with the levels among different types of thinking, it would be more beneficial to “focus the attention on the levels or quality within a single type of thinking” (Ritchhart, Church & Morrison, 2011, p.7). For instance, the activities that teachers design for their students should reflect an active and reflective constructive learning process, where students would be able to achieve Bloom's aims in different levels of complexity. Therefore, the purpose of this project is to provide a series of lesson plans that would help ESL students develop higher order skills during speaking lessons.

Based on my experience as a second-language teacher, I have noticed the undeniable necessity of providing my students the opportunity to practice speaking in the classroom. According to Pianta (2004, as cited in Gibbons, 2015), students in some classrooms spend 90% of their time listening to their teachers with few opportunities to be involved in speaking activities. A classroom should have a well-planned spoken language program so that ESL students can have a learning resource to help them foster second language development (Gibbons, 2015).

Supporting ELL students' speaking skills through the use of thinking routines is a tool that promotes higher-order thinking (Ritchhart, Church, & Morrison, 2011). Using routines in the classroom aims both to create habits in the students and to create patterns of operating in everyday activities. Alghamdi (2019) conducted a study on 11 international students. The

researcher distributed a questionnaire to the students at the end of the class. One of the questions was: how do you learn vocabulary? The results of this study were that 90% of the students expressed that they learn new words from working in collaborative groups (Alghamdi, 2019). Certainly, providing opportunities for students to be part of a speaking activity encourages them to use a wide vocabulary, which also has the benefit of making student learning visible to teachers. Tishman and Palmer (2003, as cited on Gholam, 2019) referred to visible thinking as an observable result that a student had during individual or group thinking activities. Most of the results of thinking are developed in a social environment, and for that reason ESL teachers need to develop a variety of methods with a specific learning purpose.

Parrish (2004) explained that some of the characteristics of a fluent English speaker are as follows: the ability to anticipate the direction of a conversation and the ability to negotiate meanings. The speaking skills requires social communication among the students to practice real conversations. Besides focusing on teaching a language skill, ESL students should have the opportunity to develop higher order thinking skills while students learn a second language.

The four lesson plans that I developed during this project relate to Gholam's (2019) suggestions regarding how thinking routines could contribute to an integral spoken program:

- Observing closely and describing what is there.
- Building explanations and interpretations.
- Reasoning with evidence.
- Making connections.
- Considering different viewpoints and perspectives.
- Capturing the topic and forming conclusions.
- Wondering and asking questions (p. 54)

Likewise, the lesson plans that I designed in this project present a variety of thinking routines organized by specific higher-order thinking skills, such as: looking closely, reasoning, and building explanations (Ritchhart, Church, & Morrison, 2011). The different categories are grouped in a sequential order, so each one is suited for the beginning, middle, and end of the lesson. Some thinking routines are better for introducing a new topic, organizing ideas, or helping students go beyond their understandings.

Due to my belief that higher-order skills are an important component in schools, I have always been an advocate for learning how to encourage students to develop their thinking skills. Sousa, (2004, as cited in Gholam, 2019) believed that thinking is easier to describe than to define: "its characteristics include the daily routine of reasoning where one is at the moment, where one's destination is, and how to get there" (p. 53). Throughout my professional development, I have learned that thinking is a skill that should be practiced every day in the classroom and that the teacher's duty is to encourage students to use a variety of tools to connect their previous learning to new material and thereby create a relevant idea that should not stay static over time.

Teaching students how to be aware of their own thinking and be engaged in a metacognitive process could also promote a deep understanding of their own strengths and weaknesses. This variety of lesson plans encourages visual thinking and deep inquiry (Project Zero, 1967, as cited in Ritchhart, Church, & Morrison, 2011). ESL classrooms should encourage and focus on learning language skills such as writing, speaking, listening and reading. While students learn to master a second language, they should have the opportunity to develop real-life thinking skills. For that reason, I have conducted research on the effectiveness of using thinking

routines in an ESL classroom and learning the best practices to develop higher-order thinking in different learning environments.

Chapter 2: Literature Review

There are educational environments where the speech in the classroom is teacher-dominated. However, there is significant literature indicating that learning a discipline requires talking and thinking in the discourse of that environment (Zander, 2003). ESL education should encourage conversation and students' interactions inside the classroom should promote English speaking skills and higher order thinking skills. In this chapter, I review literature related to the benefits of using thinking routines as a tool to promote higher order thinking during the development of ESL speech production. I begin with an analysis of how classroom speech and the encouragement of questioning promotes higher order thinking in ESL students. Then, I provide an overview of how thinking routines operate as a thinking tool. I conclude with a discussion of how scholarship has investigated how thinking routines can create visible thinking and how using them in the classroom tends to develop, adapt, scaffold and support students' thinking (Ritchhart, Church, & Morrison, 2011).

Questioning

Classroom talk was first introduced by Chomsky (1957) who hypothesized that people "involved in discourse negotiate understanding through a complex set of internalized rules that are present at birth. Chomsky felt that meaning is "generated" through spoken interaction" (Zander, 2003, p. 118). Understanding how humans use language can generate ideas regarding how to develop ESL students' speaking skills. Sometimes teacher expectations interfere with instruction and it is also problematic that students often lack strategies for connecting meaning to the words they learn (Tovani, 2000). English learners need different opportunities to participate

with spoken language in classroom discussions and they also need different oral interactions and opportunities to develop strategies to learn new vocabulary.

Promoting conversations in the classroom involves teachers asking the right questions and using the appropriate vocabulary to promote critical thinking in students. Thus, scholars have argued that “moving beyond simple recall of questioning is certainly good advice and likely to create more opportunities to think” (Ritchhart, Church, & Morrison, 2011, p.31). The issue of asking good questions is a matter of understanding the students’ needs and promoting critical thinking and then moving students’ thoughts beyond what is familiar to them. Through language, teachers notice and can highlight the thinking and ideas that are important in the learning context, focusing students’ attention on important practices (Ritchhart, Church, & Morrison, 2011). Vygotsky (1978) wrote that people “perceive the world not only through his eyes, but also through speech” (p.78). Providing time for thinking aloud gives teachers a clear idea of how students are thinking and promotes opportunities for educators to model the use of the English language.

Alghamdi (2019) conducted a study that explained “how advanced ESL students learn vocabulary. The results showed that students learn vocabulary mostly from reading classes and through group work” (p. 81). These results suggested that group work is an effective strategy that encourages active speaking, develops communication between peers and improves decision-making skills. During the group work students work with peers who may be at different English levels, but group work provides an opportunity for students to support each other as they make decisions as a group and also develop communicative competence. Parrish (2004) described the communicative competences as:

The ability to use language in a variety of settings (at work, at a store, at home) with varying degrees of formalities (with a friend vs. with a boss). In order to achieve communicative competence, a learner needs to become proficient in a number of areas, including language forms, social interactions, language skills, and learning strategies. p.9

Ritchhart, Church, and Morrison (2011) explained that developing communicative competence in a classroom requires that educators “(1) model our interest in the ideas being explored (2) help students to construct understanding, and (3) facilitate the illumination of student’s own thinking to themselves” (p.31). Developing oral language requires interaction in meaningful contexts (Parrish, 2004). Authentic teaching requires more than repetition and memorization. Meaningful teaching is the ability to understand and use oral language in an appropriate way that also generates students’ higher order skills.

An important aspect of interaction in the ESL classroom is how teachers’ questions might help develop different aspects of students’ progress, including students’ participation in classroom discussions, and how teachers can focus students’ attention and exercise focusing their attention and exercising disciplinary control in the courses (Fakeye, 2007). Asking and responding to questions during a discussion is an important skill that ESL students acquire with practice and relevant feedback. Gholam (2017) mentioned that “when students think out-loud, they talk out their mental states: what they are thinking, wondering, challenging, and feeling” (p.22). The types of questions that teachers ask their students should focus on encouraging students to reason, to see relationships between ideas, and to consider different perspectives before and during a discussion.

Jones (2007) analyzed a student-centered class and found that in this kind of environments students were used to working cooperatively and communicating with each other.

Students learn from each other, and create a sense of belonging in the classroom. A student-centered classroom provides opportunities for students to be the main agents in their learning process and for the teacher to have the role of guiding this process.

Likewise, in a student - centered classroom “students talk more than teachers, speakers are more concerned with conveying meaning than with presenting linguistically correct information, speaking turns are frequently extended and always negotiated in communicative events” (Ernst, 1994, p.327). Student centered classrooms encourage learners to create a learning community and maximize students’ interaction with small groups.

Thinking Routines

Promoting ESL students’ thinking skills and developing their understanding might be accomplished by thinking routines. Thinking routines are:

A series of questions that English language teachers can use in their classes to lead students to steps of critical thinking. These series of questions open children’s minds to observe, think, inquire, and delve into deeper thinking period. (Dajani, 2016, p.2).

One of the aims of thinking routines is to get students to slow down during their learning process and reflect on their own thinking. For that reason, the types of questions that teachers ask of their students will guide their thinking. For example, the thinking routine: see, think and wonder develops different types of questions and answers from the students. Moreover, thinking routines are short, with specific goals, easy to use, and student-centered strategies that encourage higher order thinking of students (Salmon, 2010). These structures help students explore, discuss, document, and manage their thinking (Dajani, 2016).

Furthermore, Ritchhart, Church, and Morrison (2011) explained that thinking routines operate as tools for promoting thinking. The different tools should be used for different purposes in the classroom. Wolberg and Goff (2012) declared that implementing thinking routines in the classroom makes students' thinking and learning visible to themselves, peers, and teachers. Likewise, Costa (2009) argued that the process of thinking needs practice and reflection. For that reason, thinking routines need to be modeled and used on different occasions to develop a better understanding of their use. During the process of using thinking routines, teachers build a safe place in which students can share their ideas freely (Zander, 2003).

Thinking routines not only, create a safe place in ESL students, but also establishing a classroom culture where student create a habit of thinking. Thus, "thinking routines help children construct knowledge from prior experiences and are meaningful and functional" (Salmon 2010, p. 28). For instance, the way teachers approach students with questions could create a difference in the way students infer and analyze the information. Perkins (2008) explained that during this process critical thinking is activated and the cognitive process is organized in students' minds. Perkins and Tishman (2001) also explained that research has shown that thinking can be explicitly taught, and thinking routines are a tool for that goal. Gholam (2019) suggested "that thinking is purposeful and involves a certain cognitive process" (p.54). For that reason it is essential to consider the different thinking approaches that students might have in different situations and use the appropriate thinking routine to help them through learning.

Visible Thinking

Alghamdi (2018) discussed 11 students from an advanced ESL reading class in Edmonds Community College in Lynnwood, WA who were more engaged and motivated during group work than other activities. Even though this was a small sample, the study suggested

pedagogical considerations for making the students' thinking more visible in the learning process. Herrera and Murry (2016) explained that transformative learning happens when students can use linguistic and nonlinguistic language to share what they know and what they are learning. The time that is used to allow for this type of learning benefits both the teacher and the learner because it is a way to show what students are learning. Szekely (1981) proposed that the way teachers "respond to students' work, could become a routine in the classroom activities. The praise, like the perception of the work, can become merely mechanical, and students who spend much time with us learn to read our reactions very accurately" (p.17). Szekely (1981) analysis is significant because during a classroom conversation, teachers should be engaged as much as the students and share meaningful ideas that contribute to the development of thoughts and language. Ferris and Tagg (1996) emphasized that:

ESL college/university students are often intimidated by academic speaking tasks, including both formal presentations and participation in large- or small-group class discussions. Reasons for this hesitation appear to stem from insecurity about linguistic competency and differences between the native and L2 culture with regard to classroom discourse. (p. 300)

For that reason and in order to reduce the level of stress in students during a conversation, creating spaces where they actively participate in a conversation can contribute to learning not only cognitive skills, but also social. Recent bilingual education research has shown the importance of an "integrative approach" for second language development, using classroom strategies that allow students to receive appropriate input from the teacher (Milk, 1985). Regardless that the main aim of the classroom is to teach a second language, "ELs are not simply engaged in a mechanical process of English language practice and content understanding" (Ryan,

Glodjo, Hobbs, Stargel, & Williams, 2015, p.185). Learning a second language should encourage students develop critical thinking and develop a construction process for their thoughts and ideas.

Although thinking is an internal process in the learners' minds, thinking out-loud allows students to communicate what they are thinking and verbalize their ideas and interpretations (Rankin, 1988). Also, brain research has found that the brain can change and "learning new skills may result in increased in a brain processing speed and structural size" (Jensen, 2009, p. 47). Hence, thinking routines create opportunities for students to be aware of their learning process and to listen to others' thoughts and develop new skills.

In addition, it is important to mention that most ESL students have the classroom as the only setting to practice oral skills. Olivo (2003) explained that he found little evidence of social contact outside the classroom between ESL and non-ESL students. The majority of opportunities for ESL students to practice speaking English took place in the classroom. Therefore, the classroom could be the best and the only environment where students can develop speaking skills. Ulichny (1996) mentioned that classroom language learners seek an environment that will allow them to gain skills in the L2. Most adult learners needs to hear and produce language in a classroom where their learning can be visible to them and to the teacher. Visible thinking and visible learning have similar objectives in regard to how learning has to be intentional in order to develop successful for long term uptake to occur.

Hattie (2009) established the idea "that learning must be seen and obvious, not assumed" (p.39). Hattie (2009) also explained that using specific strategies and assessment would allow for the identification of exactly what part of the teaching worked. Tishman and Perkins, (1997) highlighted that there are many ways to make thinking visible. For example, one of the simplest is for teachers to use the language of thinking. Tishman and Perkins (1997) also mentioned that

English has a rich vocabulary for thinking, like hypothesis, reason, evidence, possibility, imagination, and perspective. Thinking routines use “these words in a natural way to help students catch on to the distinctions of thinking and thoughtfulness that such terms represent” (Tishman & Perkins, 1997, p.368).

The aim of thinking routines is to make thinking visible and for teachers not to expect instant answers and to respect the process of thought. Encouraging students to notice the opportunities for thinking during the learning process is important because teachers explicitly show students different ways of using the language to express ideas.

Vygotsky (1978) emphasized the relevance of the learning process of internalization through social interaction. Students learn from the classroom cultures around them. In order to create a culture of thinking, students need to practice in the classroom and make their thinking visible. Classroom teachers often see the benefits of learning cooperatively and using instructional activities with integrated language content to help students build language skills that they need to succeed in the class. Through integrated content and language instruction, second language learners can learn the ability to produce tasks in different areas. After analyzing a ten-week intervention, Kim (2008) suggested that ESL students performed better when they received the integrated language-based instruction. Thus, this study suggested that the development of oral language skills in ESL students helps them perform better in the classroom. Oral language provides literacy development in English language learners and some teachers believe oral language helps to build reading and writing skills. Based on a study of 400 students in Nigeria, Fakeye (2007) recommended that EFL teachers should use more of display questions in the English language classroom to encourage students’ participation and involvement. Nordquist, (2019) clarified that a “display question is a type of rhetorical question to which the questioner

already knows the answer” (p. 1). As long as teachers create a habit of asking students questions and establishing a routine, students get used to thinking aloud and being more aware of their own thinking. Shapiro, Farrelly and Tomas (2014), emphasized that “students appreciate course formats that are consistent and predictable. A routine provides some consistency that students can rely on to navigate the course and can help lower anxiety” (p. 28). Classroom tasks and conversations must provide opportunities for learning and creating the conditions that will develop second language and make the learning visible (Gibbons, 2015).

Chapter 3: Project Design

My project is based on four lesson plans designed for teachers to use with ESL students in Grades 4 and 5, but it can be adapted to different ages as well. The lesson plan templates, and the lesson plan checklists, are based on Parrish's (2004) book: *Teaching Adult ESL*. In addition, all of the lesson plans include thinking routines based on Morrison's (2011) book *Making thinking visible* and Project Zero from Harvard University.

The lesson plan checklist is based on six reflective questions: What will the students accomplish in this lesson? What specific target language do I want the students to produce? Is there any vocabulary they will need? If this is a grammar or functional lesson, what do I need to know about the form and meaning of the language? If this is a reading, writing, listening, or speaking lesson, what sub-skills do I want learners to practice? What context or themes could I use that are relevant to my students, the objectives, and the target language? What are some authentic materials, visuals, realia, etc. that I could use related to the context? (Parrish, 2004, p.168). These questions could help teachers develop a clear sense of direction regarding their expectations for each lesson plan.

These plans also include thinking routines that target thinking dispositions. These routines target the following skills: observing, creating, speaking, and writing.

One of the aims of these lesson plans is to develop higher-order thinking in ESL students and encourage them to think beyond what is familiar to them. Students not only are exposed to the target language's aims, but they also gain critical ideas about different topics.

For these lesson plans, students are exposed to artwork, such as Pablo Picasso's painting: "The Family of Saltimbanques" (1905), George Bellows's painting: "New York" (1911), and Claude Monet's painting: "Women in the Garden" (1886). These works of art help students become familiar with careful observation, description, and creative writing as a form of expression. Language learners are also exposed to the artist's background and artwork, which guides their thinking and future writing pieces.

During the thinking routines, the teacher arranges different questions that would lead to critical ideas and generate discussion in the classroom. The types of questions the teacher uses target critical thinking skills as well as asking clear questions. The questions are also built in difficulty during the classroom discussion, depending on students' levels and engagement in the activity.

The teacher encourages students to use sentence starters such as: I believe that..., I might think that...is..., I agree with..., and If I could add to.... The use of these sentence starters ensures that students have all the scaffolding needed to utilize these starters during a classroom discussion. The lesson plans also have the aim of creating a classroom that invites learning opportunities, so a variety of anchor charts are displayed in the classroom so students can use them as a guide during classroom talks.

The lesson plans have the aim of developing a sense of community in the classroom, where students can learn and support each other. For that reason, there are paired and group discussions. During this time, there are opportunities for students to develop skills related to social interactions and to use a variety of vocabulary words to ask for clarification, to agree or disagree, and to argue.

Moreover, the plans do not only include oral activities but also writing tasks. The students' responses are documented so that the teacher can provide feedback. The lesson plans include

rubrics as an evaluation tool, so students can see in advance how they are going to be evaluated. All the lesson plans also include an assessment prompt and summarize the activity for the students. This short evaluation highlights the thinking routine and any relevant curricular content.

The primary goal of these lessons is to develop a document that promotes academic vocabulary acquisition, critical thinking, and relevant communication in the class. The activities assist students in building language skills, including the application of higher-order skill concepts during classroom talks. The tasks proposed in the lessons promote their reflective and autonomous learning and encourage students to use different language concepts.

The teacher mostly needs to search for different artwork pieces, thinking routines, worksheets, and anchor charts. It is important to mention that the audience is ESL students who are integrated into the school system. The lesson plans are developed as after school programs to reinforce higher-order thinking and language skills. The target students come every day to receive afterschool tasks, and the pacing guide is the same as the public-school system.

Chapter 4: Project


The lesson plans are designed for an afterschool program for ESL elementary school students. The ESL students are part of the program because they struggle at school due to the language. Since they are relative newcomers to the United States, the transition is slow, but most of them are capable of understanding some English. All the activities have a thinking routine and are based on a Harvard University Graduate School of Education (2002) project: *Educating for understanding* and the book: *Making thinking visible* by Ron Ritchhart, Mark Church and Karin Morrison. The thinking routines are used as an activating strategy for every lesson to encourage students to observe artwork and use their oral skills to develop ideas. The artwork pictures were found on the National History of Art webpage collections.

Likewise, the lesson plan templates are based on Parrish's (2004) book: *Teaching Adult ESL: A Practical Introduction*. The guiding questions at the bottom of every lesson plan is a reflection for teachers to think about their practice and the aim of that day. Also, since every lesson is the beginning of a new chapter, the assessments are mostly short and are self-evaluations. The rubrics used for self-evaluation were taken from the Rubistar (2000) webpage.

The tasks proposed in the lesson plans are designed to be student-centered because this encourages cooperative work and constant talk with a partner. There are also individual activities where the students are expected to use what they learned.


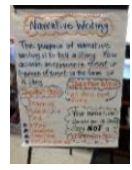

In addition, the lesson plans incorporate visual aids such as a scaffolding for different tasks. Different anchor charts would be displayed in the classroom. These visual aids have the aim of creating scaffolding for the students and providing them with additional help during their tasks.

Lesson Plan #1

Background Information:			
Disciplines: English Language Arts, Art, and History	Thinking disposition: Observing, describing, and writing	Lesson Length: 70 minutes (a short break of 5 minutes)	
Description of students: The students in this afterschool program are ESL students who come regularly to the program. Learners of lack vocabulary in English and most of them struggle at school. The lesson plan coordinated with their school pacing guide.		Level: Grades 4 and 5 or Ages 9-10	Number of Students: 16 students
Lesson information			
Lesson Objectives — Students will be able to: <ul style="list-style-type: none"> - Answer questions posed by the teacher using appropriate sentences starters: <i>I believe that..., I notice that..., I am aware that..., I can see that..., I agree with...</i> - Observe and describe an artwork using specific vocabulary words (colors and shapes). - Write a collaborative story inspired by what the character previously saw in the painting. 			
Curricular Topic: Social Studies, English Language Arts, Early 20th century History of United States of America			
How does this lesson fit in with the previous and next lessons? The writing has been building up. Every passed lesson has been focusing on developing the vocabulary needed to write sentences and stablished a statement. The class before this lesson focused on teaching the skeleton of a short paragraph. Today we started using transitions to create a narrative using artwork. The next lesson will focus on creating answering and responding to questions from a fictional reading.			
Thinking Routine: See/Think/Wonder using <i>George Bellows, New York, 1911</i>			
 <p>Image retrieved from: https://www.alamy.com/new-york-by-george-bellows-1911-image69605632.html</p>			
<p style="text-align: center;">See What do you see?</p> <p>Introduce the work of art and the goals. Ask the students to look carefully at the painting for a couple of minutes. Ask students to write what they see on a piece of paper. Students discuss their answers with a partner, and then students share their answers in a whole group discussion.</p> <p style="text-align: center;">Think What do you think?</p> <p>Use the sign that says “I see...” and students share with the whole class what the painting makes them think about, or what they think might be happening in the work of art. Encourage students to write their answers and share with a partner.</p> <p style="text-align: center;">Wonder What do you wonder?</p> <p>Students will respond about what they wonder about the painting, while holding up the “I wonder...” sign. Ask students to write their “wonders.”. Students have to write two questions they would ask the artist, if they could talk to him. Have students share their questions with the whole group. Ask students what they</p>			

would name or title the painting and take several responses. Then reveal the actual title: *New York* and explain some details about the painter.

Lesson plan:

Time	Procedure	Materials
~ 20 minutes	<p>See/Think/Wonder</p> <p>Students will observe and interpret a work of art by articulating what they see, think, and wonder about it.</p> <p>After the thinking routine, the teacher will share a brief story about the artist and the painting.</p>	<p>-Individual copies of the painting for all the students.</p> <p>- Power Point about the painter <i>George Bellows</i></p> <p>- Worksheet:</p>  <p>Worksheet retrieved from: https://educationcloset.com/2011/10/14/see-think-wonder/</p> <p>- Signs: see, think, wonder</p>
~ 10 minutes	<p>Explain the use of transitions in narrative writing in different parts of the writing.</p> <p>Teacher will explain the part of the story (beginning, middle, end), characters, setting, problem and resolution.</p>	<p>-Anchor chart about how to write a narrative:</p>  <p>Anchor chart retrieved from: https://www.pinterest.com/pin/220535712978138354/</p> <p>-Anchor chart about transitions for a narrative</p>  <p>Anchor chart retrieved from: https://www.pinterest.com/pin/440367669799374875/</p>

Narrative

CATEGORY	4	3	2	1
Introduction (Organization)	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Sequencing (Organization)	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Sentence Structure (Sentence Fluency)	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.

Word Choice	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning.
Capitalization & Punctuation (Conventions)	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.
Transitions (Organization)	A variety of thoughtful transitions are used. They clearly show how ideas are connected.	Transitions clearly show how ideas are connected, but there is little variety.	Some transitions work well; but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.

❖ Rubric 1: Retrieved from: http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=1395170&

~ 25 minutes	Students will individually write their stories, using anchor charts. The students will be able to use dictionaries, online resources and books to help them with their writing. The writing prompt will be: <i>Choose one or two characters from the painting and based on that create a story.</i>	- Notebooks Online dictionaries
~ 10 minutes	Students will use the writing rubric to check their own work. ❖ The rubric is attached at the top of the lesson plan	- Rubric

Assessment:

~ 10 minutes

The students will use the summarize activity 3-2-1 highlighting 3 things they learned about writing. , including two ideas about how art helps during the writing process.


Pre-class preparation:

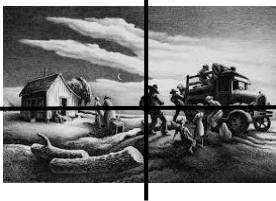
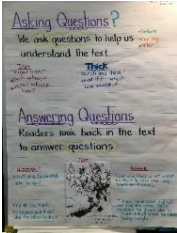
The teacher needs to focus on the questions she would ask students during the thinking routine. The teacher should also create an environment with music and be intentional about the timing for the observing and answering of questions.


Lesson plan checklist:

1. **What will students accomplish in this lesson? The answer to this question is the learning objective for the day or rationale for the lesson: Why are we doing this?**
Students will be able to learn about artwork and connect the use of a picture with a piece of writing. ESL learners would review the use of transitions and the structure of a narrative story.
2. **What specific target language do I want the students to produce? Is there any vocabulary they'll need?**
Students need to use transition words for their writing and during the discussion sentences starters.
3. **If this is a grammar or functional lesson, what do I need to know about the form and meaning of the language?**
This lesson is an opportunity to practice oral and writing skills. This lesson is functional because it would focus on how to structure a narrative and use transition words.
4. **What are some authentic materials, visuals, realia, etc that I could use related to the context?**
The teachers would use thinking routines and anchor charts to connect different learning.


Lesson Plan #2


Background Information:			
Course Name/Description: English Language Arts, Art, and Mathematics	Thinking disposition: Observing, describing, asking and answering.	Lesson Length: 70 minutes (10 minutes break)	
Description of students: The students are new to the program. They have been living in the United States for a couple of years. There has been a concern about the language gap between them and the other students. They come to the afterschool ESL program three times a week.		Level: Grades 3 and 4 or Ages 8-9	Number of Students: 14
Lesson information			
Lesson Objectives — Students will be able to: <ul style="list-style-type: none"> - Identify how to ask and answer questions using artwork. - Use different vocabulary and sentences starter words in a classroom discussion. - Practice how to formulate different kind of questions. - Review how to give complete responses to different questions. 			
Specific skills/content focus: Speaking and writing			
How does this lesson fit in with the previous and next lessons? This previous lesson focuses on identifying the use of key question starters: how, when, where, why, how, what, and which. The next lesson will focus on RUNNERS, strategies to help students use key words to answer questions.			
<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> Thinking Routine: Zoom in: Thomas Hart Benton, Departure of the Joads, 1939 Picture retrieved from: https://www.artsy.net/artwork/thomas-hart-benton-departure-of-the-joads-1 </div> </div>			

<p>Before</p> <p>Ask students to divide the artwork in four parts using a ruler and a pencil.</p> 	<p>During</p> <p>This routine asks us to divide the artwork into parts, such as quadrants, so students can focus on different quadrants. Learners start observing and building elaborate descriptions on specific parts of the painting</p>	<p>After</p> <p>Students will focus on asking questions about the artwork a whole. The questions would be about the details that they see in different quadrants. For example: <i>What do you think the family is doing?</i></p>
<p>Lesson plan:</p>		
Time	Procedure	Materials
<p>~ 15 minutes</p>	<p>Zoom in</p> <p>Teacher will introduce the thinking routine. Students will receive individual artwork divided in 4 quadrants. Each student would focus on one quadrant and observe it for a couple of minutes. The student would share what they see in each part. Students would use the starters: <i>I can see that..., I infer that..., I can say that...because.</i> The teacher would encourage students to come out with specific vocabulary, such as: in the left, corner, down, right, bottom, and upper. The teachers' role would be guiding students through their responses, and also encourage further discussion with reflective questions.</p>	<ul style="list-style-type: none"> - Ruler - Artwork - Pencil - Paper - Instrumental music
<p>~ 15 minutes</p>	<p>The teacher input would be to review how to ask and answer questions. Teacher would focus on the difference of right there questions and inferring.</p>  <p>Anchor chart retrieved from: https://www.pinterest.com/pin/138767232248409753/</p>	<ul style="list-style-type: none"> - Anchor chart - Paper - Pencil
<p>~ 15 minutes</p>	<p>Students in pairs would see the painting again and come out with right there and inferring questions. Before answering them, the teacher would briefly introduce the name of the painting and information about the painter and his painting style. Students would exchange the questions and response their classmates. Teacher would encourage them to evaluate the types of questions and use sentences starters to response.</p>	<ul style="list-style-type: none"> - Power point with information about the painter

~ 15 minutes	<p>Exit ticket: students will read a small paragraph and respond five questions.</p>  <p>Retrieved from: https://www.dailyteachingtools.com/free-reading-tests.html</p>	- Short paragraph with five question
Assessment:		
<p>~ 10 minutes</p> <p>The students would use the summarize activity call: “twenty minutes”. Students will respond to the question: <i>In 20 words explain how a picture helped you come up with questions.</i></p>		
<p>Pre-class preparation:</p> <p>Teacher need to have all the materials ready for the lesson and be aware of possible questions or guides that she might have to use during the thinking routine.</p>		
Lesson plan checklist:		
<ol style="list-style-type: none"> 1. What will students accomplish in this lesson? The answer to this question become the learning objective for the day or rationale for the lesson: Why are we doing this? Students will learn how to use artwork or any image to formulate questions. Students will review how to ask and answer questions using appropriate vocabulary. 2. What specific target language do I want the students to produce? Is there any vocabulary they’ll need? Students need to learn how to use the words: How, who, when, where, why and what. Learners have to use sentence starts such as: <i>I infer, I believe, I can see, I think that, and I agree with.</i> Students also need to use the words: up, down, left, right, corner, and middle. 3. If this is a grammar or functional lesson, what do I need to know about the form and meaning of the language? Students need to know how to structure a question and how to respond. 4. What are some authentic materials, visuals, realia, etc that I could use related to the context? Students would be exposed to an artwork. They will have the opportunity to see an artwork and analyze what they see and their assumptions about it. Teacher will also use an anchor chart to help students have a visual help during their activities. 		


Lesson plan # 3


Background Information:			
Course Name/Description: English Language Arts and Art	Thinking disposition: Observing, describing, and writing	Lesson Length: 70 minutes (10 minute break)	
Description of students: The students are new to the program. They have been living in the United States for a couple of years. There has been a concern about the language gap between them and the native English speaker students. They come to the afterschool ESL program every day from Monday to Friday.		Level: Grades 2 and 3 or Ages 7-8	Number of Students: 14
Lesson information			
Lesson Objectives — Students will be able to: <ul style="list-style-type: none"> - Identify the difference between nouns, adjectives, and verbs - Describe in complete sentences what they see (<i>Ex: I see a lady in a white dress walking</i>) - Write a short poem using rhyming words (<i>Ex: vase-lace</i>) 			
Specific skills/content focus: <ul style="list-style-type: none"> - How to use nouns, adjectives, and verbs when writing poems. - Speaking using the appropriate order of the words in a sentence (<i>Ex: The beautiful house is on the hill; the man builds a house; the lazy dog is sleeping.</i> 			
How does this lesson fit in with the previous and upcoming lessons? The previous lesson taught students how to identify a poem and the parts of it. This lesson would focus on using previous learning and create their own poem using artwork as an inspiration. The next lesson would focus on the types of words, such as: synonyms, antonyms, prefixes, suffixes, and root words.			
Thinking Routine: Nouns/adjectives/ verbs <i>Claude Monet, “Women in the Garden” (1886)</i> 			
Picture retrieved from: https://www.wikiart.org/en/claude-monet/women-in-the-garden			
Before Ask the students to imagine stepping inside the artwork. It asks us to respond to sensory prompts: What might you hear? What might you smell? What might you taste? What might you feel? Where are you?	During Nouns/adjectives/ verbs Teacher would ask students to look carefully at the artwork and respond: Which nouns do you see? (Look for people, places, or things). Which adjectives or describing words do you see? (Look for shapes, sizes, or colors) Which verbs or actions do you see? (Look for movement or activity).	After Students would use the noun, adjectives, and verbs and they will create sentences with this information (<i>Ex: the lady in white dress is smiling</i>). Students will share their responses.	

Students will explain what they see as they imagine stepping into a painting.	Students will write their responses on different post-it note.	
Lesson plan:		
Time	Procedure	Materials
~ 30 minutes	Students will work on the thinking routine. Teacher will expect learners to observe and identify the different words. Every student will have their own artwork and the teacher will expose a big poster with the painting in the front of the class. Teacher will record the students’ responses in different post-it notes. The students’ responses will be displayed on the wall.	<ul style="list-style-type: none">- Post-it notes- Pencils- Classical music- Claude Monet printed artwork
~ 15 minutes	Teacher input: the teacher will introduce how to write a poem using an anchor chart. Teacher will also show what a rhyming word is using another anchor chart. Teacher will model how to write a poem in a whole group activity.  Anchor charts retrieved from: https://www.pinterest.com/pin/72057662774124984/	<ul style="list-style-type: none">- Anchor chart (rhyming words)- Anchor chart (poem)- Big paper for modelling.
~ 15 minutes	Students will write their own poem using all the gathered information. The poem will be inspired on the artwork from Claude Monet. Students will use the rubric to self-assess their writing.	<ul style="list-style-type: none">- Anchor chart- Rubric- Claude Monet painting
Assessment:		
~ 10 minutes	The students would use the summarizing activity called “elevator talk” they would write in a paper some ideas about what they learned today. In pairs, they will imagine they are in the elevator and they have to talk quickly before they get where they need to go. Each person would talk for a couple of minutes.	
Pre-class preparation:		
The teacher needs to have all the materials ready and prepared in the power point about Claude Monet and some details about the artwork.		
Lesson plan checklist:		

<p>1. What will students accomplish in this lesson? The answer to this question becomes the learning objective for the day or rationale for the lesson: Why are we doing this? Students work in this lesson to be aware of a poem structure and be familiar with types and differences between nouns, adjectives, and verbs.</p> <p>2. What specific target language do I want the students to produce? Is there any vocabulary they'll need? This lesson focuses on writing and identifying different words. The thinking routine also focuses on speaking and the correct use of sentence structures.</p> <p>3. If this is a grammar or functional lesson, what do I need to know about the form and meaning of the language? Students need to know how to use appropriate word order to write sentences. Students need to understand the difference between nouns, adjectives, and verbs.</p> <p>4. What are some authentic materials, visuals, realia, etc. that I could use related to the context? Artwork, music, rubrics, and anchor charts.</p>
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Lesson plan # 4

Background Information:			
Course Name/Description: English Language Arts and Art	Thinking disposition: Reasoning with Evidence	Lesson Length: 70 minutes (10 minute break)	
Description of students: The students are new to the program. They just moved to the United States. There has been a concern about the language gap between them and the native English speaker students. They come to the afterschool ESL program every day from Monday to Friday.		Level: Grades 5 and 6 or Ages 11-12	Number of Students: 14
Lesson information			
Lesson Objectives — Students will be able to: <ul style="list-style-type: none"> - Develop oral opinions using sentence starters. - Use communication strategies to participate in pair and class discussions. - Paraphrase what others said and express an opinion. 			
Specific skills/content focus: <ul style="list-style-type: none"> - Oral and social skill. 			
How does this lesson fit in with the previous and next lessons? This lesson has the aim of encouraging students to participate in oral discussion and develop a sense of social awareness of what is expected during a classroom discussion. This lesson is connected to the next lesson, because next class the students will develop a writing opinion about a reading text.			
Thinking Routine: What Makes You Say That? -The Family of Saltimbanques” (1905) – Pablo Picasso			
			
Picture retrieved from: http://cubismsite.com/family-of-saltimbanques-pablo-picasso/			

<p>Before</p> <p>Introduce the work of art and the thinking goals. Have students look carefully at the painting and then ask: What's going on in this work of art? What can you say about the characters? Why do you think they have that facial expression?</p>	<p>During</p> <p>Think/pair/share</p> <p>Ask them to provide their interpretations by sharing with a partner. Teacher will encourage students to share their ideas with the whole class</p>	<p>After</p> <p>Follow-up and answer: <i>"What do you see that makes you say that?"</i> Allow students time to provide specific evidence from the artwork for their interpretations and write in their journals.</p>
<p>Lesson plan:</p>		
Time	Procedure	Materials and Rationale
<p>~ 20 minutes</p>	<ul style="list-style-type: none"> - Teacher will discuss the expectations during a classroom discussion and how students can be engaged in a conversation. - Teacher and students will create an anchor chart about discussion expectations and discussion stems. - Teacher will present a short reading and invite students to participate in a short discussion about it. - Teacher will invite students to discuss: What do you think is the author's opinion about school uniforms? What information does the author present to support his opinion? 	<ul style="list-style-type: none"> - Anchor chart made by students and teacher - Short reading - Discussion stems
<p>~ 15 minutes</p>	<p>Observing, Interpreting, & Justifying using the thinking routine: <i>What makes you say that?</i></p>	<ul style="list-style-type: none"> - Classical music - Artwork for each student: <i>The Family of Saltimbanques</i>" (1905).
<p>~ 15 minutes</p>	<p>Provide Background on the Artist Pablo Picasso and Artwork: <i>The Family of Saltimbanques</i>" (1905). Show students a power point with this information. Encourage students to use the KWL chart:</p>  <p>Chart retrieved from: https://www.teacherspayteachers.com/Product/KWL-Chart-595724</p>	<ul style="list-style-type: none"> - Power point with artist and artwork information. - Artwork posted on the wall or smartboard.
<p>Assessment:</p>		
<p>~ 20 minutes</p> <p>Students will participate on an online forum on the website: EnglishCLUB. Students will choose any forum that they want to participate in, but they would comment at least ten times during a week, using the learned vocabulary and sentence frames.</p>		
<p>Pre-class preparation:</p> <p>Teacher needs to have all the materials ready and prepare the power point about Pablo Picasso and some details about the artwork.</p>		
<p>Lesson plan checklist:</p>		

1. **What will students accomplish in this lesson? The answer to this question becomes the learning objective for the day or rationale for the lesson: Why are we doing this?**
Students will participate in oral conversations and classroom discussion using artwork to generate ideas, inferences, and discussions.
2. **What specific target language do I want the students to produce? Is there any vocabulary they'll need?**
This is a lesson that focuses on oral skills. Students are expected to be engaged in conversations and develop an opinion and arguments.
3. **If this is a grammar or functional lesson, what do I need to know about the form and meaning of the language?**
This is a functional lesson and students need to learn how to use different vocabulary in order to develop an opinion about the painting. It is also a class where students are able to learn about Pablo Picasso and his artwork.
4. **What are some authentic materials, visuals, realia, etc. that I could use related to the context?**
This lesson would utilize anchor charts, readings, and Pablo Picasso's artwork.

Lesson plan attachments:

Lesson 1:
Power Point about the painter *George Bellows*



GEORGE WESLEY
BELLOWS

Dempsey And Firpo Aka Brodies Revenge



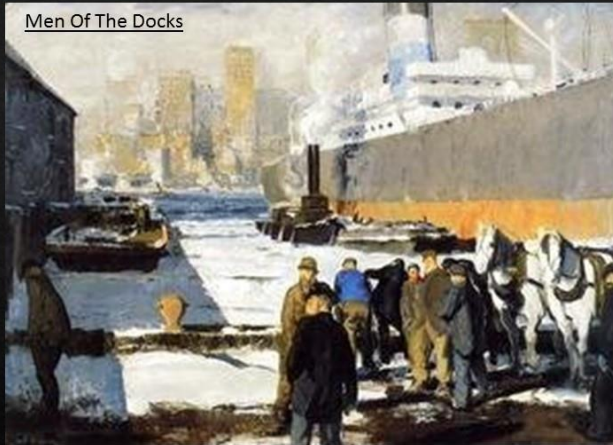
- ◆ **George Wesley Bellows** (August 12 or August 19, 1882 - January 8, 1925) was an American painter, known for his bold depictions of urban life in New York City. At a young age he was to become "the most acclaimed artist of his generation"

Retrieved from:

<http://www.georgewesleybellows.org/>

- ◆ He was encouraged to become a professional baseball player, and he worked as a commercial illustrator while a student and he continued to accept magazine assignments throughout his life. Despite these opportunities in athletics and commercial art, Bellows desired success as a painter. He left Ohio State in 1904 just before he was to graduate and moved to New York City to study art.

Men Of The Docks



Retrieved from: <http://www.georgewesleybellows.org/>

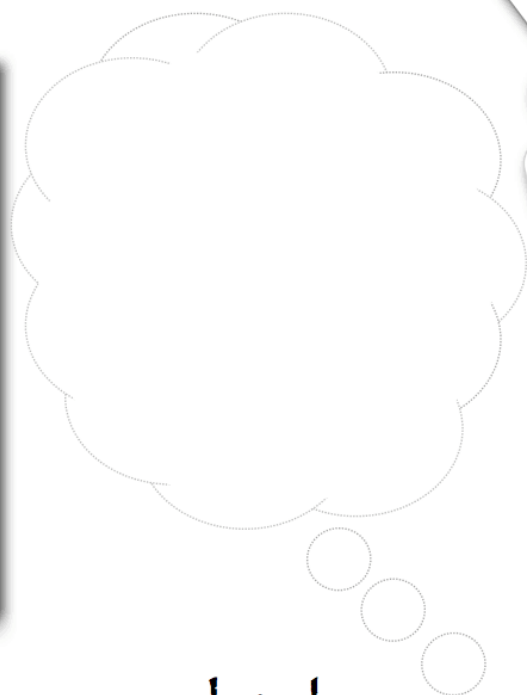
See, think, wonder – worksheet

Name: _____

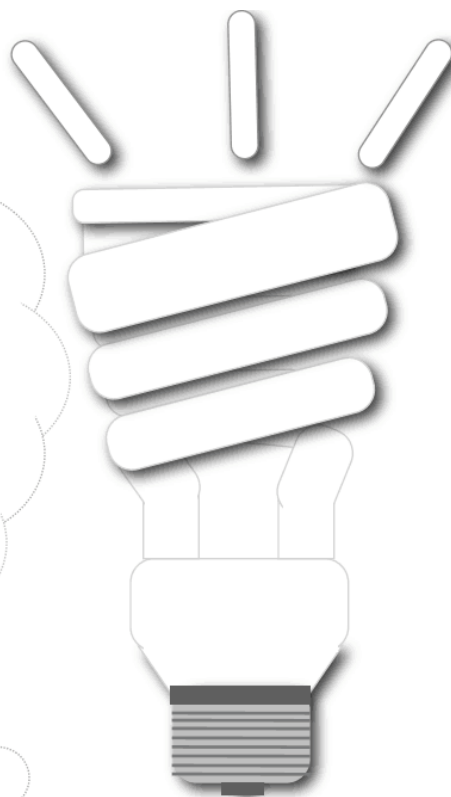
Date: _____

Thinking routine worksheet

I See...



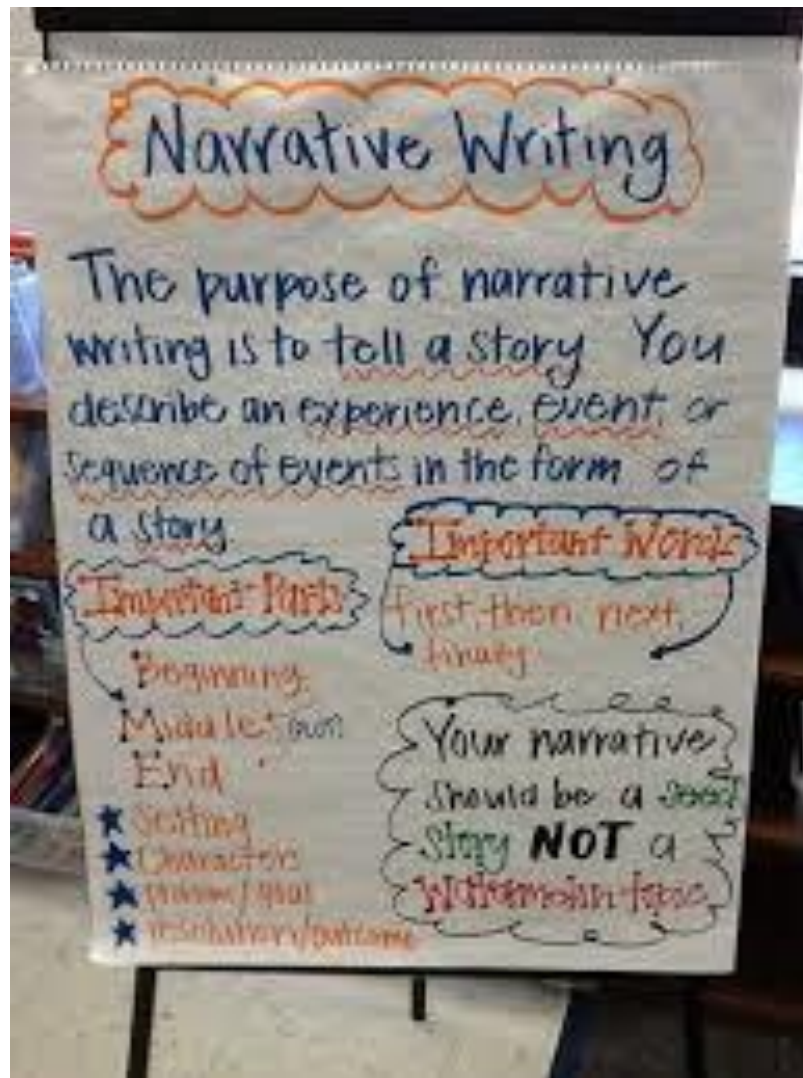
I Think...



I Wonder

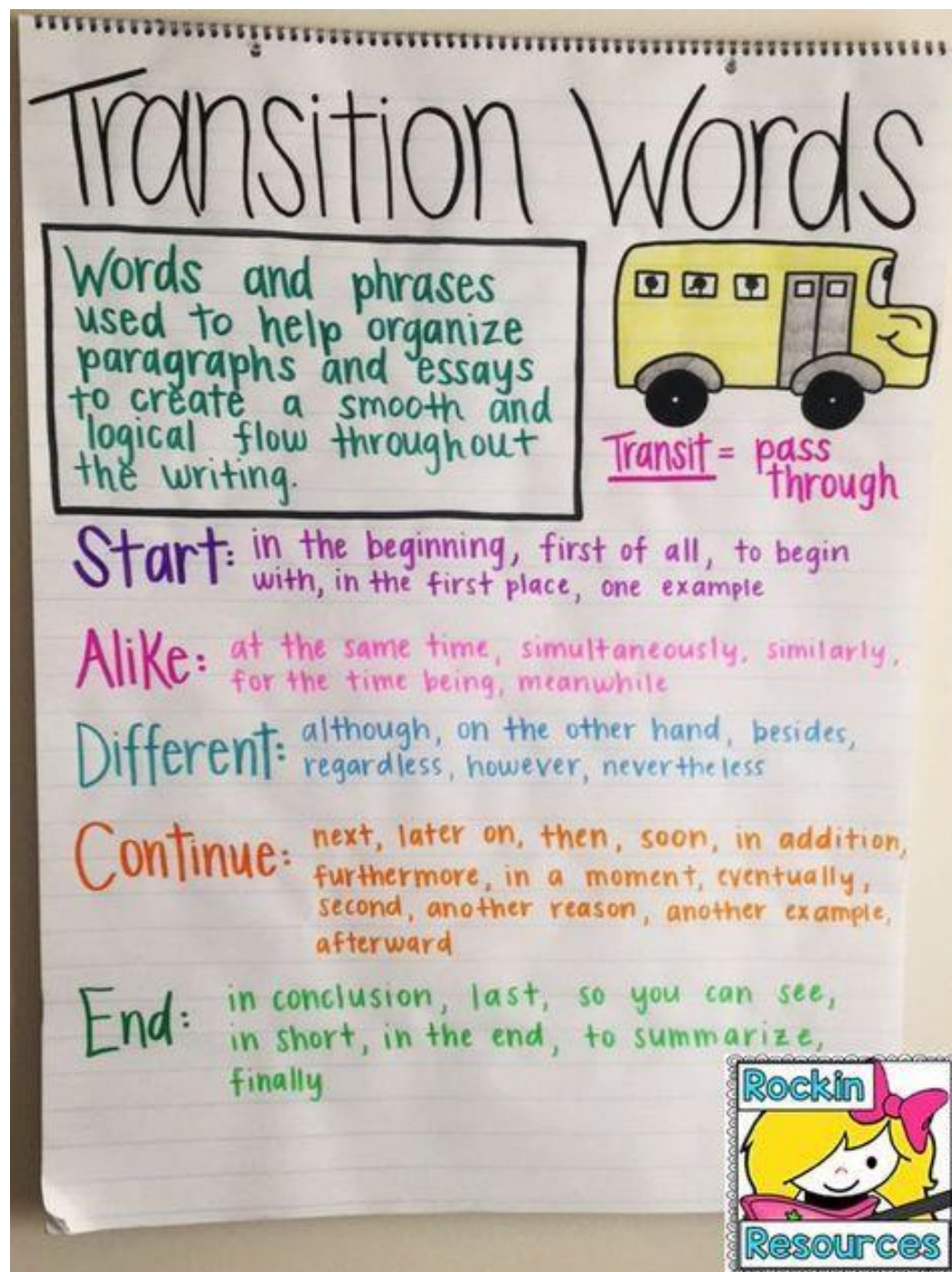
Worksheet retrieved from: <https://educationcloset.com/2011/10/14/see-think-wonder/>

Anchor chart about how to write a narrative:



Anchor chart retrieved from: <https://www.pinterest.com/pin/220535712978138354/>

Anchor chart about transitions for a narrative

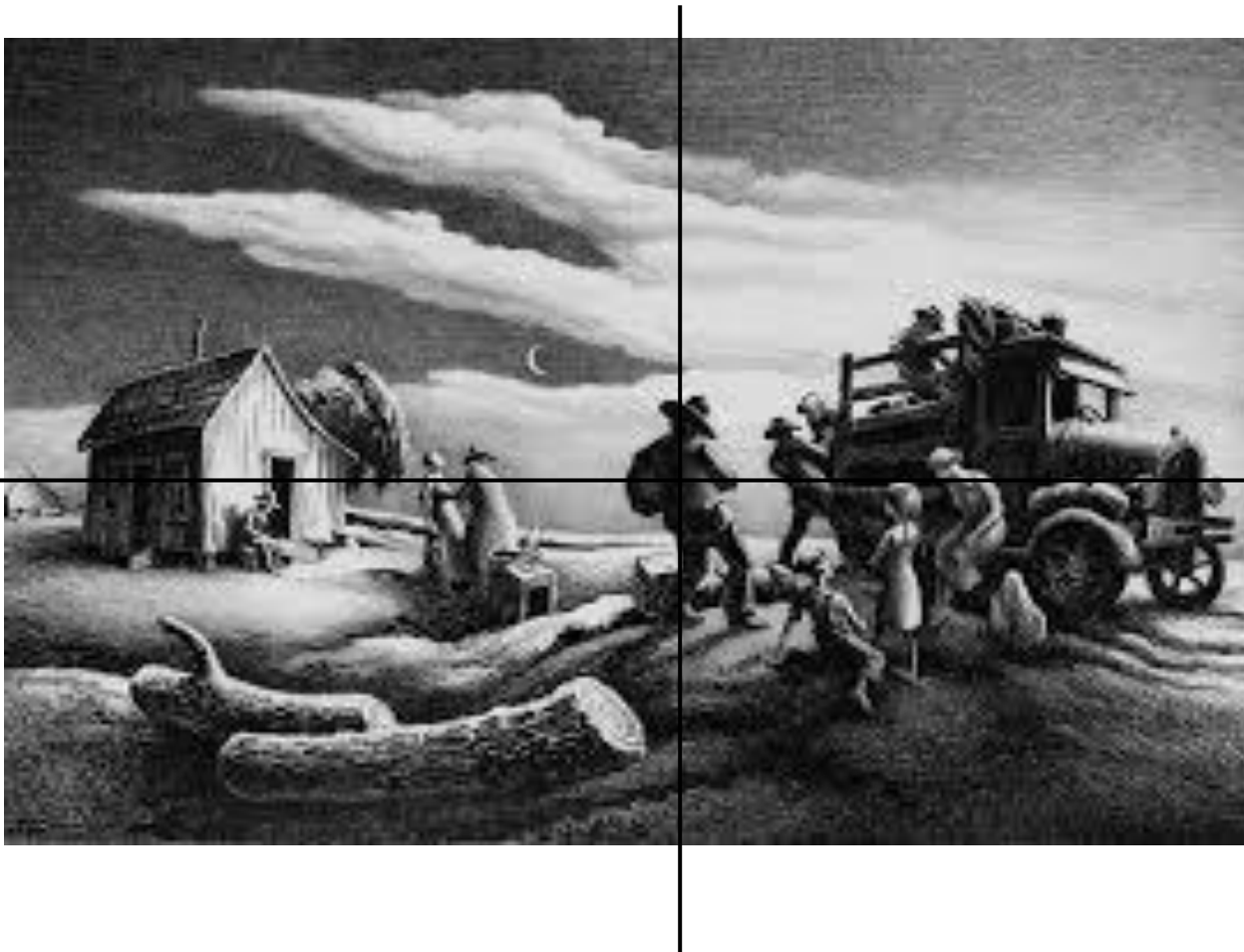


Anchor chart retrieved from: <https://www.pinterest.com/pin/440367669799374875/>

Lesson 2:
Individual artwork divided in 4 quadrants

Name: _____
Date: _____

Thinking routine quadrant



Picture retrieved from: <https://www.artsy.net/artwork/thomas-hart-benton-departure-of-the-joads-1>

Ask and answer questions anchor chart

KL 2.1.1 ASK/ANSWER Questions

Asking Questions?

We ask questions to help us understand the text.

- *Before
- *During
- *After

Thin

"Right there"

who? when?

where? what?

how?

Thick


"Search and think"

what if? why?

how would...?

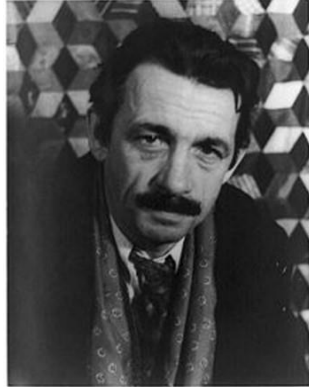
Answering Questions

Readers look back in the text to answer questions.

<u>? QUESTION ?</u>	<u>TEXT</u>	<u>ANSWER</u>
<p>What did Ferdinand like to do?</p>		<p>Ferdinand liked to sit under his favorite cork tree and smell the flowers.</p>
<p>Why do you think Ferdinand didn't act like the other bulls?</p>		<p>I think Ferdinand did not act like the other bulls because he didn't like to fight. I don't think he likes being rough.</p>

Anchor chart retrieved from: <https://www.pinterest.com/pin/138767232248409753/>

Thomas Hart Benton, Power Point



Thomas Hart Benton

- ◆ He was an American artist whose paintings, lithographs, and murals contributed to the Regionalist movement. Along with [John Steuart Curry](#) and [Grant Wood](#), Benton captured rural American life during the 1920s and 1930s.
- ◆ His large-scale works functioned as commentaries on societal injustices.
- ◆ Reflecting the values of the working class, the artist often focused his attention on the plight of farmers in the Industrial Age. "I have a sort of inner conviction that for all the possible limitations of my mind," he reflected. "I have come to something that is in the image of America and the American people of my time."

Retrieved from: <http://www.artnet.com/artists/thomas-hart-benton/>



Thomas Hart Benton
We, The People, 1932
Menconi+Schoelkopf



Thomas Hart Benton
Saw Mill and Cornmeal
Grinder - Custom...., ca. 1930
Robert Fontaine Gallery

Short paragraph with five question

Test 3--The History of Cats

Directions: Read the passage to answer questions 1-5.

Cats have a long and interesting history. In fact, the cat was probably the first animal kept as a pet. The Egyptians worshiped cats. In Europe cats were praised for their ability to catch rats and mice. They were much in demand during the Black Plague illnesses of the 11th century.

In the Middle Ages, cats lost much of their appeal because they became connected with devil worship. Many cats lost their lives and gave rise to superstitions still held by some people today.

The American Indian did not appear to keep cats as pets, so it wasn't until the white settlers came from Europe that cats were kept as pets in America. The Colonists, like the Europeans, found cats helpful in controlling rats and mice.



1. Through the ages, the cat _____.
 - a. has been a favorite pet
 - b. has been both prized and hated
 - c. has been kept by all races of people
 - d. has been valued for its intelligence
2. The group that DID NOT appear to keep cats as pets were _____.
 - a. the Colonists
 - b. the American Indians
 - c. the Europeans
 - d. the Egyptians
3. When did cats lose much of their appeal because they were connected with devil worship?
 - a. the 11th century
 - b. during Colonial times
 - c. in the Middle Ages
 - d. during the twentieth century
4. In this passage, the writer _____.
 - a. explains why the cat was the first pet kept by man
 - b. defends the importance of cats in the home
 - c. traces man's attitudes about cats
 - d. compares the cat with other animals
5. Which sentence best expresses the main idea?
 - a. Cats have a long and interesting history.
 - b. In fact, the cat was probably the first animal kept as a pet.
 - c. Many cats lost their lives and gave rise to superstitions still held by some people today.
 - d. The Egyptians worshiped cats.

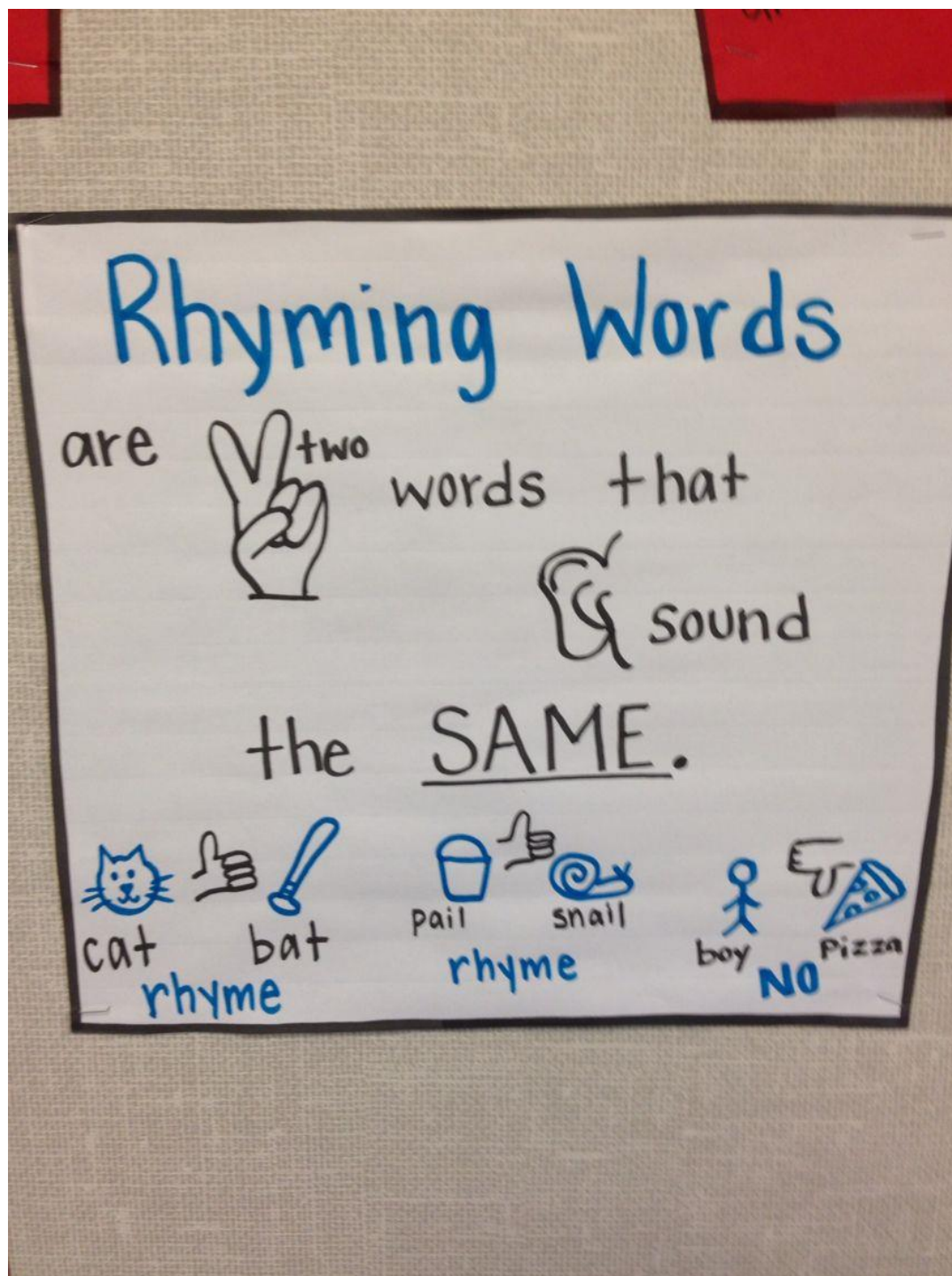
Retrieved from: <https://www.dailyteachingtools.com/free-reading-tests.html>

Lesson 3:
Claude Monet printed artwork



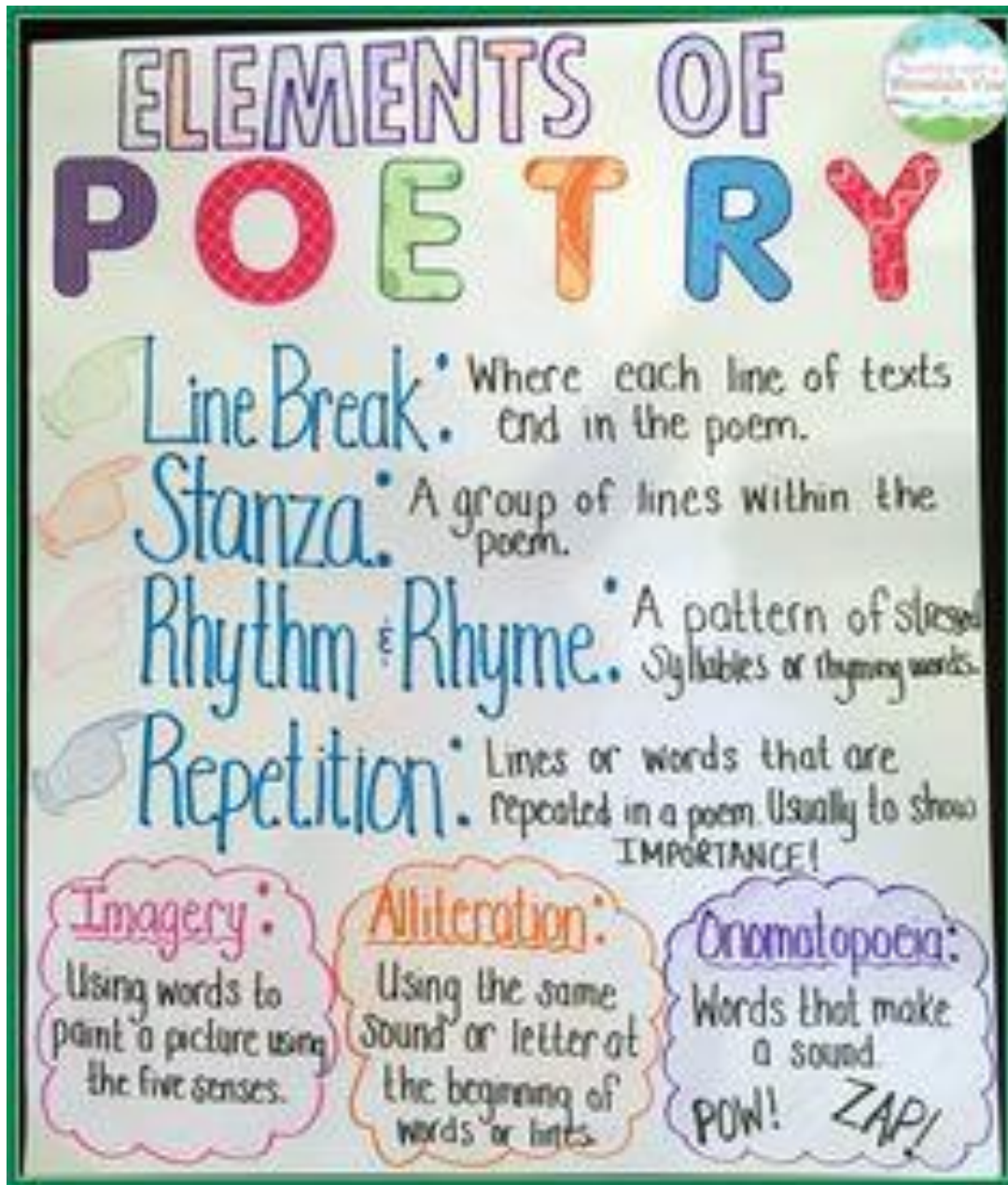
Picture retrieved from: <https://www.wikiart.org/en/claude-monet/women-in-the-garden>

Anchor chart (rhyming words)



Anchor charts retrieved from: <https://www.pinterest.com/pin/72057662774124984/>

Anchor chart (poem)



Anchor charts retrieved from: <https://www.pinterest.com/pin/72057662774124984/>

Rubric

	Excellent	Average	Poor
Use of poetic elements	The poem uses 3 or more poetic elements to enhance poem and the reader's emotion	The poem uses 2 or more poetic elements to enhance poem and the reader's emotion	The poem does not go together poems lines and stanzas
Rhythm	The poem uses rhythm throughout, which benefits the poetic tone	The poem sometime uses rhythm.	The poem does not have any noticeable rhythm
Creativity	The poem uses 3 or more metaphors and similes	The poem uses 1 or 2 unique metaphors and similes	The poem does not use unique metaphor and similes
Comments:			

Adapted from: <https://brightdreamsjournal.com/poetry-writing-rubric-middle-school-to-college/>

Lesson 4:

Short reading

Love and Time

Once upon a time, there was an island where all the feelings lived: Happiness, Sadness, Knowledge, and all of the others, including Love. One day it was announced to the feelings that the island would sink, so all constructed boats and left. Except for *Love*.

Love was the only one who stayed. Love wanted to hold out until the last possible moment. When the island had almost sunk, Love decided to ask for help.



Richness was passing by Love in a grand boat. Love said, "Richness, can you take me with you?" Richness answered, "No, I can't. There is a lot of gold and silver in my boat. There is no place here for you."

Love decided to ask Vanity who was also passing by in a beautiful vessel. "Vanity, please help me!" "I can't help you, Love. You are all wet and might damage my boat," Vanity answered.

Sadness was close by so Love asked, "Sadness, let me go with you." "Oh... Love, I am so sad that I need to be by myself!"

Happiness passed by Love, too, but she was so happy that she did not even hear when Love called her.

Suddenly, there was a voice, "Come, Love, I will take you." It was an elder. So blessed and overjoyed, Love even forgot to ask the elder where they were going. When they arrived at dry land, the elder went her own way. Realizing how much was owed the elder, Love asked Knowledge, another elder, "Who helped me?" "It was Time," Knowledge answered. "Time?" asked Love. "But why did Time help me?"

Knowledge smiled with deep wisdom and answered, "Because only Time is capable of understanding how valuable Love is."

thesilentchild | tumblr

Retrieved from: <https://www.pinterest.com.mx/pin/242068548704828294/>

Discussion stems

Accountable Talk



- Can you tell me more?
- Can you give me another example so I can understand?



- This reminds me of _____ because _____.
- I believe this is true because.....



- Why do you think that?
- Could it also be that.....?



- Can you give me an example from the text?
- Where can I find that in the text?



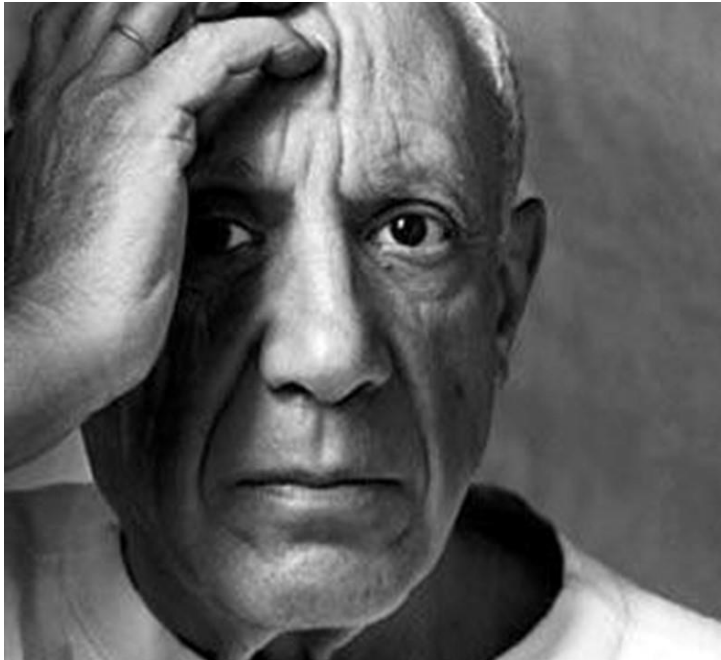
- I agree with ____ because _____.
- I would like to add _____.



- I disagree with ____ because _____.
- I respect your opinion but _____.

Retrieved from: <https://www.pinterest.com.mx/pin/242068548704828294/>

Pablo Picasso Power Point



PABLO
PICASSO

Guernica

- Pablo Picasso was an innovative artist who experimented and innovated during his 92-plus years on earth. He was not only a master painter but also a sculptor, printmaker, ceramics artist, etching artist and writer. His work matured from the naturalism of his childhood through Cubism, Surrealism and beyond, shaping the direction of modern and contemporary art through the decades

Retrieved from:
<https://www.pablopicasso.org/picasso-biography.jsp>



The Old Guitarist



Les Femmes d'Alger (O.J.)



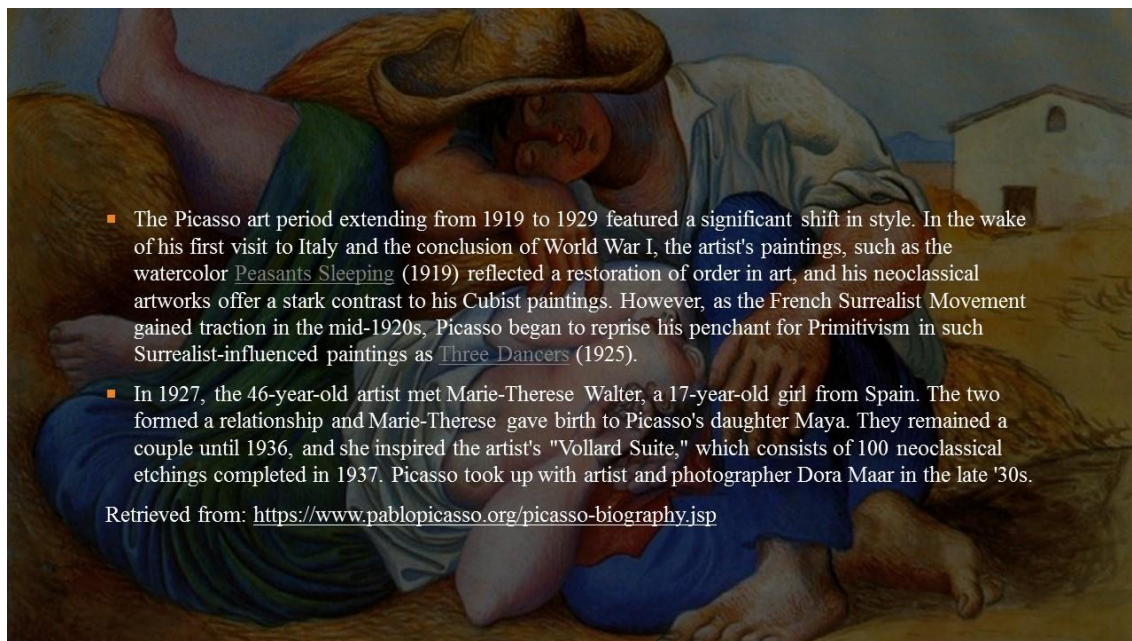
Although he lived the majority of his adult years in France, Picasso was a Spaniard by birth. Hailing from the town of Málaga in Andalusia, Spain, he was the first-born of Don José Ruiz y Blasco and María Picasso y López. He was raised as a Catholic, but in his later life would declare himself an atheist.



Pablo Picasso's father was an artist in his own right, earning a living painting birds and other game animals. He also taught art classes and curated the local museum. Don José Ruiz y Blasco began schooling his son in drawing and oil painting when the boy was seven, and he found the young Pablo to be an apt pupil.



Retrieved from: <https://www.pablopicasso.org/picasso-biography.jsp>



- The Picasso art period extending from 1919 to 1929 featured a significant shift in style. In the wake of his first visit to Italy and the conclusion of World War I, the artist's paintings, such as the watercolor *Peasants Sleeping* (1919) reflected a restoration of order in art, and his neoclassical artworks offer a stark contrast to his Cubist paintings. However, as the French Surrealist Movement gained traction in the mid-1920s, Picasso began to reprise his penchant for Primitivism in such Surrealist-influenced paintings as *Three Dancers* (1925).
- In 1927, the 46-year-old artist met Marie-Therese Walter, a 17-year-old girl from Spain. The two formed a relationship and Marie-Therese gave birth to Picasso's daughter Maya. They remained a couple until 1936, and she inspired the artist's "Vollard Suite," which consists of 100 neoclassical etchings completed in 1937. Picasso took up with artist and photographer Dora Maar in the late '30s.

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Chapter Five: Conclusion

During my experience as a teacher, the search for understanding the main influences on my students' learning has always been a major part of my reflection. I have realized that directed teaching and instant feedback is important to develop a better understanding for students. Also, the common saying "what teachers do matters" has influenced in the way I teach. Teachers who provide students with intentional and visible learning create an opportunity to build deep conceptual learning. When educators are able identify that learning is occurring or that it is not, it can alter the direction of learning. For that reason, I believe that developing thinking routines in the classroom helps students to think out loud and demonstrate their perspectives, formulate ideas, and ask valuable questions.

Moreover, learning is a very unique journey that teachers should arrange in order to encourage students to maximize their potential. These lesson plans have the goal of providing meaningful challenges to students through pieces of art. Therefore, the tasks provided in the lessons have the aim of teaching ESL students ways of making their thinking visible and generating ideas through classroom discussions. Learning requires practice, spiraling knowledge up and down, and having a teacher close by to provide feedback. For that reason, thinking routines are tools that encourage students to review vocabulary and concepts. For example, the routine "see, think and wonder" is an opportunity to use sentence starters and develop a classroom conversation using different vocabulary.

I believe that ESL students can develop higher order thinking while they learn a second language. Therefore, thinking routines are a great tool to promote learning and encourage students to use language skills. All the routines can be used with different ages and in different

subjects. This flexibility provides an opportunity to develop meaningful conversations and learn about art and artists.

Creating a habit of using routines in daily matters could present difficulties at the beginning, but with time, students will get used to it and classroom discussions could become better. It is also important to mention that the classroom discussions can be meaningful because they integrate pieces of art. Integrating art with the thinking routines merges art standards with language skills. In a science class, looking at drawings or paintings of certain animals or plants could provide an engaging content of discussion. In a mathematics class, students can recognize polygons, shapes, or fractions in Joan Miro's paintings. The number of existing pieces of art that teachers can use is enormous and the way the thinking routines could be used depends on the educator's innovation and aim.

I hope that ESL classrooms can utilize thinking routines as tools to encourage students to achieve deeper thinking and develop oral skills. In addition, I hope that students and teachers can see the benefits of utilizing art in the classroom and that educators do not need to be art experts to offer their students the benefits of teaching them about artists around the world. As a role model, teachers could develop observing skills and learn how to appreciate pieces of art with their students. Observing and analyzing a piece of art are skills that relate to critical thinking. ESL students, like any other students, need to focus on learning to appreciate and understand the world around them.

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